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| Logo_GI_SCHOOL | GI SCHOOL | SGC-GI- F77 |
| UNIT PLAN  *SCHOOL YEAR:* | v. 02 |
| August 2010 |

**Subject (s): English Grade: 10 Term: 4**

**Name / Theme or Unit: Historical Literature**

**Time Frame: ~2 weeks**

**Submitted by: Daniel Olsen**

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| **OVERVIEW :** Students will learn about and discuss the historical context of a story, and then read it as a product of its particular place and time. Students will review and compare various Primary and Secondary sources related to the story. | |
| **STAGE 1 – IDENTIFY DESIRED RESULTS** | |
| **Content Standards and Benchmarks :**  10.3 Begin using SAT vocabulary preparation materials and the use of context clues, root words, activating prior knowledge, process of elimination.  10.6 Evaluate the credibility of an author's argument or defense of a claim by critiquing the information given  10.12 Analyze how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text; find specific examples to demonstrate understanding.  10.16 Analyze the way in which a work of literature is related to the themes and issues of its time period. (e.g. From Clay We Were Created)  10.17 Develop a main idea or premise that conveys a clear and distinctive perspective on a subject and maintain a consistent tone and focus throughout the piece of writing.  10.18 Use more descriptive language, action verbs, sensory details, and modifiers in the correct places; vary language and word usage  10.22 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium 10.30 Write responses to literature that demonstrate a comprehensive grasp of the significant ideas of literary works.  10.50 Analyze political or social documents to identify the main ideas and purpose of the original authors and understand what makes them memorable. | |
| **Essential questions:**   1. Why is the historical context important in historical fiction? 2. How do the themes in a work of fiction relate to the ideas and issues of its time? 3. What is the difference between a Primary and Secondary Source? | **Expected language:**  Historical fiction, historical context, autobiography, internal struggle, primary source, secondary source, speech, textbook, letter, fact, opinion, objective, subjective |
| **STAGE 2 – ASSESSMENT EVIDENCE**  List performance tasks or project, quizzes, graded assignments, prompts, etc. Include the rubrics you use to evaluate the performance tasks. | |
| Vocabulary Assignment  Letter from Vietnam with error correction assignment  Text Questions  Quiz | |
| **STAGE 3 – LEARNING ACTIVITIES**  Considerthe type of knowledge (declarative or procedural) and the thinking skills students will use. | |
| **Introduction**  Students will begin by watching the first part of a Primary source news video from the Vietnam war “Our Men in Vietnam” (attached). Students will discuss especially the first-hand impressions given by the soldiers about their experiences in combat on patrol. Students will then view a power point with a few facts about the story and some pictures of jungle, rice patties, etc. to help visualize the setting of the story (attached). At the end of the power point, students will read the lyrics to the children’s song “Charming Billy” and listen to it (video attached) and discuss impressions of the tone and style of the song. Before reading, the students will complete a vocabulary assignment using the vocabulary words from the story in sentences (attached).  **Readings**  Students will then read the story and the accompanying poem “The Friendship Only Lasted a Few Seconds” as a class, pausing for discussion and questions, and then complete the review questions p. 630, #1, 2, 4, 5, and 8. Next, the students will continue and read the 3 related readings, “the War Escalates,” “Dear Folks” and “Declaration of Independence from the War in Vietnam,” and complete the Review Questions #1-4 p. 642. They will finish the unit with a quiz on the story and readings (attached).  **Letter Assignment**  Using the letter “Dear Folks” as a guide, students will compose a letter from the main character in the story, Paul Berlin, to his father back in the United States. The students will interpret how they think the character would write and what they think he would say to his father. Students will then correct conventions errors on this as a separate assignment. | |
| **INSTRUCTIONAL MATERIALS AND RESOURCES** | |
| **Holt Language and Literature Text:** “Oh Where Have You Gone, Charming Billy?” “The Friendship Only Lasted a Few Seconds,” “The War Escalates,” “Dear Folks,” “from Declaration of Independence from the War in Vietnam.”  MP3 and lyrics “Billy Boy”  Photos from Vietnam War  Discovery Education: News Report “Our Men in Vietnam” | |

At the end of the unit:

CURRICULUM COVERAGE: Percentage of planned curriculum that was taught and assessed \_\_\_\_\_

REFLECTIONS: